

MERRYWOOD ELEMENTARY

100 Merrywood Road
Greenwood, South Carolina 29649

GRADES PK-5 Elementary School

ENROLLMENT 508 Students

PRINCIPAL Patricia D. Vahjen 864-941-5700

SUPERINTENDENT William P. Steed, Ed.D. 864-941-5400

BOARD CHAIR Ms. Dru James 864-223-1878

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	58	28	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004	Good	Unsatisfactory	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

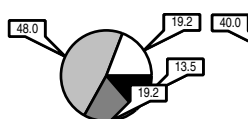
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

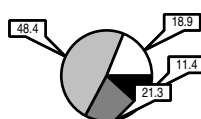
Elementary Schools with Students like Ours



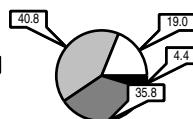
Mathematics



English/Language Arts







Mathematics



English/Language Arts

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	246	100.0	20.6	39.5	35.6	4.3	52.4	Yes	Yes
Gender									
Male	123	100.0	27.4	34.2	32.5	6.0	53.0		
Female	123	100.0	13.8	44.8	38.8	2.6	51.7		
Racial/Ethnic Group									
White	108	100.0	3.7	35.5	53.3	7.5	72.0	Yes	Yes
African-American	125	100.0	35.1	41.2	21.9	1.8	34.2	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	36.4	54.5	9.1	0.0	45.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	207	100.0	19.4	40.3	37.2	3.1	52.6		
Disabled	39	100.0	27.0	35.1	27.0	10.8	51.4	I/S	I/S
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	245	100.0	20.3	39.7	35.8	4.3	52.6		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	237	100.0	19.6	39.1	36.9	4.4	53.3		
Socio-Economic Status									
Subsidized meals	142	100.0	33.1	44.6	20.8	1.5	34.6	Yes	Yes
Full-pay meals	104	100.0	4.9	33.0	54.4	7.8	74.8		

Mathematics - State Performance Objective = 15.5%									
All Students	246	100.0	18.9	48.5	18.9	13.7	45.1	Yes	Yes
Gender									
Male	123	100.0	21.4	43.6	19.7	15.4	47.9		
Female	123	100.0	16.4	53.4	18.1	12.1	42.2		
Racial/Ethnic Group									
White	108	100.0	4.7	38.3	30.8	26.2	72.0	Yes	Yes
African-American	125	100.0	29.8	59.6	7.9	2.6	20.2	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	45.5	27.3	18.2	9.1	36.4	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	207	100.0	15.3	50.0	19.4	15.3	48.5		
Disabled	39	100.0	37.8	40.5	16.2	5.4	27.0	I/S	I/S
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	245	100.0	18.5	48.7	19.0	13.8	45.3		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	237	100.0	17.3	48.9	19.6	14.2	46.2		
Socio-Economic Status									
Subsidized meals	142	100.0	30.8	56.9	9.2	3.1	22.3	Yes	Yes
Full-pay meals	104	100.0	3.9	37.9	31.1	27.2	73.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	93	98.9	10.7	45.2	39.3	4.8	44.0
	Grade 4	84	96.4	24.3	41.9	31.1	2.7	33.8
	Grade 5	84	100.0	25.0	41.7	30.6	2.8	33.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	84	100.0	11.1	38.3	42.0	8.6	50.6
	Grade 4	79	100.0	19.0	44.3	36.7	N/A	36.7
	Grade 5	87	100.0	30.4	48.1	21.5	N/A	21.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	93	100.0	14.1	51.8	20.0	14.1	34.1
	Grade 4	84	100.0	16.9	53.2	16.9	13.0	29.9
	Grade 5	84	100.0	19.4	40.3	26.4	13.9	40.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	84	100.0	16.0	60.5	14.8	8.6	23.5
	Grade 4	79	100.0	17.7	41.8	24.1	16.5	40.5
	Grade 5	87	100.0	24.1	46.8	15.2	13.9	29.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 508)				
First graders who attended full-day kindergarten	95.6%	N/C	100.0%	100.0%
Retention rate	3.1%	Down from 5.4%	3.0%	2.7%
Attendance rate	96.8%	Up from 96.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.9%		4.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.3%		3.6%	3.5%
Eligible for gifted and talented	19.9%	Down from 23.6%	15.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.0%	Down from 11.6%	9.7%	8.2%
Older than usual for grade	2.8%	Down from 3.6%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 41)				
Teachers with advanced degrees	46.3%	Up from 42.5%	51.8%	51.4%
Continuing contract teachers	82.9%	Down from 95.0%	90.9%	87.5%
Highly qualified teachers**	97.1%	N/A	94.1%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	83.9%	Down from 84.0%	87.9%	86.7%
Teacher attendance rate	93.1%	Down from 93.9%	95.1%	94.9%
Average teacher salary	\$38,884	Down 1.1%	\$40,868	\$40,760
Prof. development days/teacher	13.3 days	Up from 9.2 days	12.3 days	12.4 days

School

Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 18.6 to 1	19.3 to 1	18.9 to 1
Prime instructional time	88.7%	Down from 89.1%	90.3%	90.0%
Dollars spent per pupil*	\$6,378	Down 5.0%	\$5,867	\$6,044
Percent of expenditures for teacher salaries*	66.7%	Up from 66.3%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.7%	Up from 97.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Merrywood Elementary's 2003-2004 school year was characterized by academic growth and strong student achievement. It was a year of contemplation, evaluation, prioritizing, and change. The year was especially challenging for the staff because of reductions in personnel and the elimination of programs due to budget cuts. Through teamwork and flexibility, the staff remained committed to the mission of Merrywood Elementary.

Students learning to read and students reading to learn remain at the forefront of our instructional plan. Two literacy teachers, funded through Title 1, worked with students and teachers to provide quality differentiated instruction. In kindergarten and first grade, the literacy teacher "pushed in" to the classrooms to become a "second teacher" in the classroom. This allowed both teachers to concentrate on small, flexible reading groups utilizing leveled texts. The literacy teacher "pulled out" students in grades three, four, and five during the gifted and resource time in the class's schedule. This allowed the classroom teacher to work with a small group of students who needed intense instruction in reading.

The Measures of Academic Progress (MAP) was administered in January to 2nd-5th grade students. This computerized test provided immediate feedback on student achievement and growth. MAP results allowed teachers to assess student progress and make changes midyear in their instructional plans. It provided a dimension of flexibility to our instructional program that challenged us to meet the instructional needs of our students.

Merrywood parents have been very supportive of our students and our teachers. Their support and attention to our staff and children provide "warm fuzzies" throughout the school year. Through a number of wide-ranging activities (Carnival, Readorama, hospitality, snacks and meals, etc.), they brought excitement, laughter, and smiles to Merrywood. The school year 2003-2004 was a year of challenges. With students, parents, teachers, and staff working together, it was a great year!

Patricia D. Vahjen, Principal

Margaret Ficklin, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	64	43
Percent satisfied with learning environment	100.0%	81.3%	92.9%
Percent satisfied with social and physical environment	95.2%	85.9%	86.0%
Percent satisfied with home-school relations	90.7%	90.6%	76.7%

*Only students at the highest elementary school grade level at this school and their parents were included.